

Section	Question	Answer
	Will the Iowa College Student Aid Commission have a voting role on the selection committee, since they previously selected and are currently in partnership with XAP Corp./Bridges Transitions Company on the Iowa Choices system? If XAP/Bridges bids on this RFP, does that present a conflict of interest for ICSAC to be in the selection process?	Only DE employees will have a voting role. Representatives from other stakeholder groups will be present for presentations to offer input, but they will not be voting.
	Will the list of those who submitted a Letter of Intent be made public?	Yes See Attachment B
	In what roles or capacities does the State envision the Iowa Intermediate Units (ASAs) in this project?	Area education agencies (AEAs) have been made aware of this project through briefings to their chiefs and IT liaisons to DE. AEAs often provide assistance in training or support of applications, but in this instance no plans to this effect have been made.
	Would it be acceptable to include materials such as the project plan, 3 years of financials, implementation plan, etc. in the 'unlimited attachment' area instead of the 100 page-limited Technical proposal?	No
	Is this project fully funded for the 5 year period? If so, are there some estimated budget guidelines to work from?	No. Even if there were an ongoing statutory commitment, the Legislature will still need to appropriate the money each year to fulfill the commitment. It is additionally relevant that this program has received an appropriation in each of the last two years.
	Were there any outside firms that assisted in developing the RFP requirements, and if so who?	No
Attachment #5	Attachment 5: Please describe "enumerated services" and how it may apply to electronic transcripts.	See Iowa Code 423.2(6)
Attachment #6	Attachment #6, Contract Terms and Conditions, does not seem to be referenced anywhere in the RFP. Is it simply a sample of the type of document that will be required to be executed upon award. Specifically, it references the ability of either party to terminate the contract upon 10 days written notice. Is that accurate?	Yes, that is the standard language for Iowa Department of Education (DE) contracts.

Section	Question	Answer
	Would you be interested in receiving a proposal from DOCCENTER that covers <u>only</u> the Iowa high school permanent transcript repository portion of the RFP?	The DE is interested in a comprehensive solution for its Student Record and Transcript Exchange System. The DE is willing to consider proposals that meet a component of the overall solution, but would prefer a vendor that can provide all requirements. The DE reserves the right to exclude a vendor proposal that does not meet all requirements outlined in RFP # DES-001. The DE would encourage vendors to partner in order to provide a complete solution from end-to-end.
1.1	RFP section 1.1 refers to a staggered implementation with different user groups brought on at different times. Will LEA's (or a subset of their schools – 9-12) be mandated to participate in the project?	All LEAs will have the opportunity to participate in this project as well as Iowa community colleges and Regent institutions. Data will be shared between 1) Iowa school districts, 2) Iowa school districts and Iowa community colleges, Iowa Regent institutions, and other postsecondary institutions across the country, 3) Iowa community colleges and Iowa Regent institutions, and Iowa school districts and the transcript repository. A staggered implementation means identifying the order in which each of these transmissions will be implemented.
1.1.1	Has a budget been defined for this project? Does the DE have a preference for how budget should be allocated between the items in Section 1.1.1 (Project Deliverables)?	No, a budget has not been defined; as was mentioned, there have been two years of appropriations for this program. The cumulative appropriations of approximately \$1 million is intended to implement the program and for initial operations. The DE does not have a preference for how a budget is allocated as long as it follows the format set out in the RFP. The DE will have a preference for cost-effectiveness in the selection process.
1.1.1 (c)	RFP section 1.1.1 c. refers to consultation services with the states SIS vendors to create a standard record/transcript export. Is it DE's intent to mandate the SIS vendors comply with the creation of these extracts?	The DE has an established working relationship with student information system vendors whereby customized Iowa exports are developed for Project EASIER. This transcript and record exchange initiative will be an addition to the service they provide their customers through Project EASIER.
2.1.1	Date on Response to Questions Issued is different than that shown on page 8 in Section 2.1.5. Which is the date by which answers to questions might be expected?	January 26
2.1.10 (f)	"Responses must indicate present capability..." Does that mean installed software?	DE is interested in a proven, working solution not vaporware. Obviously, some programming will be necessary to customize the application to the specific entities using it. This is considerably different than engineering a system from the

		ground up.
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2.1.10 (f)	In Section 2.1.10.f., it is stated that if the vendor claims that future development is needed to meet the requirement, the vendor will be disqualified. If actual software development is needed to satisfy the requirement(s) as stated, will the vendor still be disqualified? Is the DE solely looking for vendors who can deliver 100% of the requested functionality with off the shelf software and/or systems?	DE is interested in a proven, working solution not vaporware. Obviously, some programming will be necessary to customize the application to the specific entities using it. This is considerably different than engineering a system from the ground up.
3.1.2	Page 23 section 3.1.2 references as an objective a single-sign-on portal specifically to the Student Record as well as the "Choices" system. Subsequently on page 24 section 3.2.1.1 vendors are asked to propose portal <u>access</u> to the two systems. Is the State requesting vendors to provide a State-wide portal that could (over time) include other systems, or is it requesting that these two applications be portal capable?	The DE envisions a single sign on portal for multiple applications for education stakeholders. The DE is interested in the long-term integration capabilities of a single sign-on portal. While there are no short-term plans to include other applications, we are interested in the solution a vendor might propose for long-term DE planning.
	It is understood that most schools facilitate the management of student information and communication of activities via applications like PowerSchool.	
	a. Will there be any long term goal(s) to consolidate those efforts in relation to data management so that the Student ID in EASIER would be the same in PowerSchool?	Currently, school districts capture the Iowa Unique ID and input or import this student identifier into the student information system.
	b. Much of the information managed in PowerSchool is similar to the data elements defined in EASIER, is the data repository of student information in EASIER meant to be the holistic data solution to all school systems or will this database be the result of school administration activities and data feeds from other school systems?	The Project EASIER data set is not a holistic solution. Districts will need to continue to have a student information system in order to manage the day to day activities of a district. Project EASIER is a data collection system created to allow districts to submit to the state the data needed to meet state and federal mandated reporting requirements.
	c. Will the EASIER data repository replace the transcript process schools have in place today, specifically the paper equivalent of each student record filed onsite(school)?	No

Section	Question	Answer
	d. Will the EASIER data repository system have any direct/indirect relationship to state assessment testing and reporting processes?	No
	Does DE have a matrix of what student information system (SIS) each LEA is currently using? If that information is available, does it also include what vendor changes are currently underway across the state?	See Attachment A During the current school year, Iowa school districts use ten student information system vendors representing 13 software packages. The Project EASIER team has an on-going working relationship with all student information system vendors as their cooperation is vital to the success of the project. Each of the vendors has identified a state contact person for each software package. Communication is on-going. In 2009-10, it is anticipated that three of these software packages will no longer be used in Iowa.
3.1.2	Section 3.1.2, Objectives item e. Does DE have a count of how many different SIS systems are in use by Iowa LEAs?	See Attachment A During the current school year, Iowa school districts use ten student information system vendors representing 13 software packages. The Project EASIER team has an on-going working relationship with all student information system vendors as their cooperation is vital to the success of the project. Each of the vendors has identified a state contact person for each software package. Communication is on-going. In 2009-10, it is anticipated that three of these software packages will no longer be used in Iowa.
3.1.2 (g)	In Section 3.1.2.g. a reference is made to “single sign-on (SSO)” capability through the transcript exchange portal to be delivered for this project. Does the DE have a preferred, off-the-shelf, or 3 rd -party supplied SSO technology or vendor? Does the vendor of the Iowa Choices System have a preferred, off-the-shelf, or 3 rd -party supplied SSO technology or vendor? If yes, please provide the vendor and version of the preferred or selected system. If any SSO used by the Choices system is 1 st party or closed source, please provide specifications on the system for use in developing a response to this requirement.	Any vendor working with Choices or the replacement of Choices must work with State Enterprise Authentication and Authorization.

Section	Question	Answer
3.1.2 (h)	<p>What types of relationships are you looking to evaluate in their examination of "longitudinal data"?</p> <p><i>3.1.2 Objective H (page 24 of RFP) - Analyze and examine longitudinal data at the LEA, postsecondary, and state level for relationships and patterns in student postsecondary application practices</i></p>	<p>The DE would like to be able to run analyses on student application patterns over time. Examples might include: what types of students apply to Iowa only postsecondary institutions, what types of student characteristics exist for students that apply outside of the state and to which institutions. We are interested in learning what kind of tools exist in the proposed solution.</p>
3.1.2 (i)	<p>Please define any expected export data file formats and specifications that are anticipated to be created by the system as referenced in Section 3.1.2.i.</p>	<p>Standard file formats are preferred including but not limited to: .csv, .txt, .xls.</p>
3.2.1.1	<p>Does the state currently require student payments for transcript transmission?</p>	<p>Currently, the state of Iowa does not charge, since it does not originate or transport transcripts for anyone. It is interested in this feature for the solution proposed in the RFPs.</p>
3.2.1.1	<p>What languages are being proposed for the Multi-language capability of the Web-Portal? Will any language other than English be required for the completion of this project?</p> <p><i>3.2.1.1 Web-based Portal Minimum Requirements (page 25 of RFP): M. Multi-language capability for non-English speaking users.</i></p>	<p>Vendors are encouraged to propose solutions that will support the most prevalently used languages in the state of Iowa.</p>
3.2.1.1	<p>3.2.1.1 Since the state desires a single sign-on portal to make it easier for end users/LEAs to manage access and accounts across these two applications, should vendors assume that other applications might be integrated with the SSO at some points in the future? (As opposed to creating multiple "single" sign-on systems?)</p>	<p>The DE envisions a single sign on portal for multiple applications for education stakeholders. The DE is interested in the long-term integration capabilities of a single sign-on portal. While there are no short-term plans to include other applications, we are interested in the solution a vendor might propose for long-term DE planning.</p>
3.2.1.1 (k)	<p>Section 3.2.1.1, item k. Re: backward-compatibility. What are the parameters or levels DE is expecting on this? i.e. On browsers, are we to start with IE 6 and move forward from there?</p>	<p>This requirement was created to ensure the proposed application including the web portal are cross operating system and cross browser compatible. If there are limitations to the browsers supported, the DE expects the vendor to delineate the browser types (Internet Explorer, Mozilla Firefox, Chrome, etc), browser versions (IE 6, Firefox 2.0.06, etc) and operating systems (Linux, Windows 2k, Windows XP, Mac OS X) that are supported for each component of the proposed solution.</p>

Section	Question	Answer
3.2.1.1 (k)	In Section 3.2.1.1 (k) please clarify accessibility to Linux platforms. How many LEA's utilize Linux?	This requirement was created to ensure the proposed application including the web portal are cross operating system and cross browser compatible. If there are limitations to the browsers supported, the DE expects the vendor to delineate the browser types (Internet Explorer, Mozilla Firefox, Chrome, etc), browser versions (IE 6, Firefox 2.0.06, etc) and operating systems (Linux, Windows 2k, Windows XP, Mac OS X) that are supported for each component of the proposed solution.
3.2.1.1 (m)	Section 3.2.1.1, item m. Re: Languages. Which languages does DE anticipate needing?	
3.2.1.1 (m)	In Section 3.2.1.1 (m) please define which languages. Is this a requirement or optional? Would data from the student's data fields, i.e. subjects, expect to be translated into multi-language?	Vendors are encouraged to propose solutions that will support the most prevalently used languages in the state of Iowa. No
3.2.1.1 (m)	In Section 3.2.1.1.m. multi-language capability is stated as a requirement for the web portal. Is there a requirement for a specific set of languages to be available within the portal upon delivery of the finished system? Can the DE provide a list of required languages for initial translation of content? If no additional languages must be delivered with the initial system, is there a requirement that a content management system be used for the portal to allow for the DE to translate and develop their own multi-language content at a time after the delivery of the initial system?	Vendors are encouraged to propose solutions that will support the most prevalently used languages in the state of Iowa.
3.2.1.2 (b)	In Section 3.2.1.2 (b), please clarify electronic mail verification. Does DE want the vendor to confirm data format nomenclature for the electronic mail address?	The vendor should include a "Verify Email" field so that the system reduces emails that were not typed correctly

Section	Question	Answer
3.2.1.3	In Section 3.2.1.3 regarding Iowa specific student information systems, who are the current SIS vendors used in Iowa's LEAs? What is the number of LEA's using each of the SIS? Please include K – 12 and post-secondary vendors and number of sites.	<p>See Attachment A</p> <p>During the current school year, Iowa school districts use ten student information system vendors representing 13 software packages. The Project EASIER team has an on-going working relationship with all student information system vendors as their cooperation is vital to the success of the project. Each of the vendors has identified a state contact person for each software package. Communication is on-going. In 2009-10, it is anticipated that three of these software packages will no longer be used in Iowa.</p> <p>No list of postsecondary vendors is available.</p>
3.2.1.3	In Section 3.2.1.3 who is responsible for delivery of the transcript extracts for the SIS? SIS vendor or transcript vendor?	The contract will be with the transcript vendor; that firm will be the responsible party. The transcript vendor will be responsible to work with the SIS vendors to get data out of and into their respective systems.
3.2.1.3	In Section 3.2.1.3 how are the student data fields extracted currently from the LEA to sent to DE?	Student information system vendors create the extract.
3.2.1.3	Who are the current LEA student information system vendors?	<p>See Attachment A</p> <p>During the current school year, Iowa school districts use ten student information system vendors representing 13 software packages. The Project EASIER team has an on-going working relationship with all student information system vendors as their cooperation is vital to the success of the project. Each of the vendors has identified a state contact person for each software package. Communication is on-going. In 2009-10, it is anticipated that three of these software packages will no longer be used in Iowa.</p>

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3.2.1.3	In Section 3.2.1.3. references are made to the vendor being required to consult with the DE, LEAs and multiple SIS vendors. Has the DE completed a comprehensive inventory of all SIS vendors, systems, and version numbers being used by all schools expected to participate in the records exchange system, and if so can this inventory be provided to bidding vendors?	<p>See Attachment A</p> <p>During the current school year, Iowa school districts use ten student information system vendors representing 13 software packages. The Project EASIER team has an on-going working relationship with all student information system vendors as their cooperation is vital to the success of the project. Each of the vendors has identified a state contact person for each software package. Communication is on-going. In 2009-10, it is anticipated that three of these software packages will no longer be used in Iowa.</p>
3.2.1.3 (a)	In Section 3.2.1.3 (a) DE requires the vendor to provide consultation services with LEA SIS vendors. Please define consultation services. Does the Transcript vendor provide advice to the SIS vendors? Please estimate the number of hours the vendor should commit to the LEAs and their SIS vendors.	<p>The high school transcripts will consist of the set of data elements identified in the <u>Iowa Department of Education Data Elements for Electronic Secondary Transcripts</u> regardless of which software package is used. Likewise, the PK-12 student records will also consist of the set of data elements identified in the <u>Iowa Department of Education Electronic Student Record Exchange Data Element List</u>. The selected vendor is expected to work with each of the student information system vendors serving Iowa schools in whatever ways necessary so that single or batch files of both sets of identified data elements can be extracted from the local student information system and automatically transmitted. It is the responsibility of the selected vendor to collaborate in whatever capacity necessary to make this happen. This task is for interaction with the student information system vendors, not with LEAs and student information system vendors as stated in the question. Estimated hours must be calculated by the vendor.</p>

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3.2.1.3 (b & c)	Has the DE made any prior attempt (including Project EASIER) to map the requested data elements in Sections 3.2.1.3.b. and c. to any modern, publicly available data exchange standards, such as the SIF Data Model and/or the PESC High School XML specification? If so, can the DE provide this mapping to bidding vendors for the purpose of generating a response? Will the DE accept a proposed data model for standard student records that is based upon existing standards, taking advantage of user-defined extensions, or is a new, distinct data model required by the DE for this project? Can the DE provide a data dictionary or similar guide for the data elements listed in order to provide valid values, min/max length and similar meta-data?	See Attachment C The DE has not mapped the data elements in Sections 3.2.1.3 b and c. to existing standard specifications but would prefer that existing standards be used with user-defined extensions as necessary, rather than creating new data models.
3.2.1.4	In section 3.2.1.4 the list of supported electronic transcripts is clear, what will be the policy if a post education school requires a different format or process?	The DE is looking for a Student Record and Transcript Exchange System that is flexible in the standards it uses to exchange student records. The receiving institution should be able to choose the file type or format. The formats should include, but are not limited to, PESC XML high school and college, EDI, CSV, SIF Version 2.x, and PDF. Iowa has created a standard Iowa transcript that will be accepted at all Regent institutions. The standard student record and transcript data sets can be found in Section 3.2.1.3. The DE reserves the right to change this list of data elements prior to vendor implementation.
	a. This includes how robust will the system be in support of EDI and CSV?	
	i. Will the system have a predefined EDI and CSV format?	
	ii. Will the vendor supporting the system provide services that would redefine EDI and CSV formats per the specifications of post and secondary education facilities?	
3.2.1.4 (d)	Section 3.2.1.4, item d. Would secure FTP download be an acceptable alternative to paper delivery?	No

Section	Question	Answer
3.2.1.4 (d)	In Section 3.2.1.4 (d) how do institutes in Iowa currently send transcripts to out of state post-secondary institutes? Will DE provide a release for the transcript vendor to print and send via postal services?	The DE is not currently aware of all the ways all the institutions in Iowa send transcripts to out of state postsecondary institutions. DE would work with any vendor that is awarded the contract to develop a release.
3.2.1.4 (d)	In Section 3.2.1.4.d. the concept of a “printing clearinghouse” is suggested by the DE. As this would impose significant security challenges and potentially be a violation of FERPA regulations, would the DE accept a system whereby authorized school officials could prepare and print their own student record or transcript, with envelopes pre-addressed for their destinations from the web-based interface?	The “printing clearinghouse” concept was presented as an option by more than one vendor that responded to the RFI and is fully functional in several state systems. There are obviously ways to accommodate this functionality legally and it is a requirement of the RFP because it would streamline the work of a stakeholder group included in the project.
3.2.1.4 (i)	3.2.1.4 (i) Will preference be given to a vendor that offers a solution that allows the period of time un-retrieved files are stored in the temp repository to be a setting, instead of a fixed 10-day limit? If not, will the DE pay the awarded vendor for future enhancements to the system if/when a different time limit is desired?	The additional functionality sounds useful, but not essential and further it was not listed as a criterion upon which the proposal would be judged, so no preference will be given for this feature in isolation. If the DE were to require a system to be modified, it is understood that additional work generally means additional costs.
3.2.1.4 (j)	3.2.1.4 (j) Please describe how the 24-hour requirement would be different, if at all, during weekends, holidays, peak transaction periods, and summer schedules.	The 24-hour requirement begins when the electronic transaction is retrieved after successful transmission to the end party. If the transmission and retrieval of the transaction occurs over the weekend, then the 24-hour window would begin. If the vendor is concerned about this timeframe and the ability to meet this requirement, it must be explained in the vendor response to the RFP.
3.2.1.4 (p)	In Section 3.2.1.4 (p), how does DE currently validate parent/guardian requests?	That will be a feature of the new system. The DE currently does not do anything.
3.2.1.4 (q)	In Section 3.2.1.4 (q), please explain the “capability to interface with eScholar State ID Claiming System”?	The selected vendor will need to work with the DE and eScholar to develop the functionality that would allow a district to use the eScholar State ID Claiming System to enter the State Student ID of a student who has moved into their district to generate a request for the student’s record from the student’s former district.

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3.2.1.4 (q)	In Section 3.2.1.4.q. a reference is made to the eScholar State ID Claiming System. Can the DE provide specifications, API or other documentation that would detail the preferred method of transfer and interface to this system to bidding vendors for the purposes of creating a response?	The selected vendor will need to work with the DE and eScholar to develop the functionality that would allow a district to use the eScholar State ID Claiming System to enter the State Student ID of a student who has moved into their district to generate a request for the student's record from the student's former district.
3.2.1.4 (q)	3.2.1.4 (q) Please elaborate on what data elements would be desired from the state data warehouse? Please elaborate on which user roles (campus level registrars, principals, certain district staff, state personnel, etc.) can have access to this data? Would postsecondary users (admissions officers, financial aid officers, etc.) on the system have access to this data?	No data from the state data warehouse will be used in the Student Record and Transcript Exchange System. Likely users of the Student Record and Transcript Exchange System would include personnel designated by the district and/or institutions to send and/or receive data.
3.2.1.4 (r)	3.2.1.4 (r) Confirm: The DE would be the official transcript authoring entity for transcripts in the permanent repository, not the original LEAs, and therefore no original LEA approval is required before releasing the transcript. Meaning, the state can fulfill the request as soon as it believes it is a legitimate request and no other approvals will be necessary.	If the student requesting is 18 years of age or older, you are correct; the state can fulfill the request without the LEA's approval. If the student is less than 18, then a parent's release will also be necessary.
3.2.1.4 (r)	3.2.1.4 (r) Confirm: The permanent repository solution will be for transcripts starting in 2009 and going forward. The DE repository will not be responsible for fulfilling requests for transcripts prior to 2009 and there will be no backward compatibility (microfiche, paper drawers, etc.).	Yes
3.2.1.4 (r)	Does the DE have a preference for a vendor-hosted or DE-hosted permanent transcript repository as described in Section 3.2.1.4.r.?	No preference
3.2.1.5	"Electronic mail and portal messaging must be incorporated into the solution." Please elaborate on the DE understanding of the term "portal messaging".	Based on their username/password, when users log into the Web-based Portal (Section 3.2.1.1) they could view web-based messages within "their" portal.

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3.2.1.6 (d)	3.2.1.6 (d) Meeting requirement 3.2.1.6 (d) of “real time data” access for all reporting could come at significant performance reduction for end users/LEAs (page loading speed, response time, etc.). Does the state prefer vendors propose a solution that provides real time data access for reporting with performance constraints OR would the state entertain solutions that allow “some” reports/queries to run on real time data access with other data being exported on a scheduled basis into a state LDS/DW or OLAP reporting tool (with no performance reduction)?	No preference
3.2.1.11 (a)	3.2.1.11 (a) From the vendor’s perspective, point-in-time data recovery solutions are extremely sophisticated solutions that cost in excess of seven figures – and to meet this requirement all vendors would need to price this into their solution. (This requirement means that if there were 5,000 transactions in a day there would be 5,000 restore points that day.) Will the state consider compliant those solutions that provide sophisticated data back-up and recovery on a scheduled basis with a strong emphasis on high availability?	Ability to recover to the last completed transaction will ensure that a student record or transcript that has been sent from a district will not have to be sent again if the exchange system has a failure during transmission.
3.2.1.13	In Section 3.2.1.13, please clarify if vendor must be SIF certified or only SIF compliant?	SIF compliant
3.2.1.14	3.2.1.14 Will the DE provide Level 1 technical or Help Desk support to LEAs?	No, it is expected that the vendor will be the primary point of contact for help desk questions.
3.2.3.1	“Vendors must present certifications evidencing satisfactory background checks for all staff identified for assignment to this project.” Is this a requirement that must be satisfied in the response or only if selected as the vendor?	Only if selected
3.2.5.1	Section 3.2.5.1, Systems Training. What will be the average size audience and how many total sessions will be required for DE and LEA personnel?	The DE expects a comprehensive training plan proposed by vendors. The training plan needed may in part be related to the complexity of the solution proposed by the vendor. The vendor may include some level of end user training as part of the plan. A train-the-trainer model for a portion of the training plan would be an acceptable solution. The vendor is not limited to these options.

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3.2.5.2	3.2.5.2 Will the DE consider online training/webinars in lieu of hands-on training via a classroom PC/lab with at least a facilitator and an assistant in each session?	<p>Yes. The DE will consider on-line training as part of the overall training plan. The DE is interested in a vendor that can provide a comprehensive training solution for its Student Record and Transcript Exchange System.</p> <p>The DE expects a comprehensive training plan proposed by vendors. The training plan needed may in part be related to the complexity of the solution proposed by the vendor. The vendor may include some level of end user training as part of the plan. A train-the-trainer model for a portion of the training plan would be an acceptable solution. The vendor is not limited to these options.</p>
3.2.5.2	3.2.5.2 Will the DE consider a “Train the Trainer” model that trains LEA personnel, who are then responsible for campus level training (using the other tools mentioned in this section)?	<p>Yes. The DE will consider a train-the-trainer model as part of the overall training plan. The DE is interested in a vendor that can provide a comprehensive training solution for its Student Record and Transcript Exchange System. See the above response to training questions.</p> <p>The DE expects a comprehensive training plan proposed by vendors. The training plan needed may in part be related to the complexity of the solution proposed by the vendor. The vendor may include some level of end user training as part of the plan. A train-the-trainer model for a portion of the training plan would be an acceptable solution. The vendor is not limited to these options.</p>
3.2.5.2	What is the number of LEA and postsecondary personnel to be trained?	The DE expects a comprehensive training plan proposed by vendors. The training plan needed may in part be related to the complexity of the solution proposed by the vendor. The vendor may include some level of end user training as part of the plan. A train-the-trainer model for a portion of the training plan would be an acceptable solution. The vendor is not limited to these options.
3.2.5.2 (b)	<p>“Hands-on training via a classroom/PC lab. Each trainee should have his/her own PC.”</p> <p>Will DE provide PC’s for each trainee or is vendor expected to provide the equipment?</p>	The DE will not provide an individual PC for each trainee. The DE is willing to work with a vendor to come up with a cost effective solution for hands-on user training.

Section	Question	Answer
4.2 (h)	4.2.h: For vendors that are privately-held companies without publicly released, audited financial statements, will you accept presentation of financial information upon being accepted as the winning vendor? Will you accept a summary financial statement?	For private firms that are below the audit threshold, financial information could be substituted. At a minimum, the most recent two years of corporate tax returns would be required.
4.2 (q)	In Section 4.2 (q): A bid bond of 3 million dollars is required. Can the bid bond be in the amount of the annual contract, if less than 3 million dollars?	<p>The bid bond may be for 10 percent of the vendor's bid for the first year of the contract. The 10 percent requirement will also apply to those vendors that choose a certified/cashier's check or irrevocable letter of credit. The RFP will be amended to reflect this change.</p> <p>Note that the contract for the project will have additional risk mitigation clauses. The vendor awarded the contract will need an annual performance payment bond equal to the amount of the annual contract. Additionally, the winning vendor will be required to keep their source code in escrow and turn it over to the DE in the event the vendor goes out of business.</p>
4.3.1	Section 4.3.1 of the RFP defines the cost format which is by functional area over a 5 year period, however it is envisioned that that the first year will have some greater cost associated by the end of the first year.	
	a. How would the invoices be structured?	To be determined with the vendor awarded the contract.
	i. Would they be similar to cost proposal format in the RFP or would the Statement of Work define a different payment plan based on actual deliverables over the duration of the contract?	To be determined with the vendor awarded the contract.
5.2	Can the DE describe the composition of the Evaluation Committee as stated in Section 5.2 and how many members of DE, K12 and/or Post-Secondary institution staff will be present on the committee?	Other stakeholder members from outside the DE may provide input at vendor presentations, etc., but only the DE will be voting members of the selection committee. Committee members have been selected from bureaus and divisions that represent K-12 and postsecondary.
	"The successful vendor will be required to register to do business in Iowa. If already registered, provide the date of the vendor's registration to do business in Iowa and the name of the vendor's registered agent." Can you direct me to where I can find out if [REDACTED] is registered	If you are incorporated in Iowa, you are registered to do business in Iowa. You can check the Secretary of State's web site to be sure. If you are not incorporated in Iowa, see Iowa Code Section 490.1503 for how to get an application for certificate of authority.

	to do business in Iowa?	
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Attachment A

Iowa Student Information System Vendors/Software Packages/Usage

Vendor	Student Information System	Count of Districts by SIS	Count of Districts by Vendor	Version
Administrative Assistants Ltd	eSIS	1		10.1
Administrative Assistants Ltd Total			1	
Infinite Campus	Infinite Campus	38		2009.1
Infinite Campus Total			38	
JMC Inc.	JMC	221		111208
JMC Inc. Total			221	
local district control	CIMS	1		
local district control Total			1	
Pearson	MacSchool*	6		
	PowerSchool	75		5.2.x
	SASlxp*	7		10.00.00.01_IA04
	WinSchool*	1		
Pearson Total			89	
Pentamation	Pentamation	1		5.8.000
Pentamation Total			1	
Rediker Software	Administrator's Plus	4		2.0.xx
Rediker Software Total			4	
Tyler Technologies	Schoolmaster	4		5.60c
Tyler Technologies Total			4	
VIP Tone	School Matrix	1		1.0
VIP Tone Total			1	
within-state provider	AEA 10 Internet System	5		
within-state provider Total			5	
Grand Total		365**		

* Student information systems that will potentially be discontinued beginning 2009-2010.

**Some districts have multiple software packages.

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District/Vendor

Adair-Casey	JMC	Cedar Rapids	SASlxp
Adel DeSoto Minburn	JMC	Center Point-Urbana	PowerSchool
AGWSR	JMC	Centerville	SASlxp
A-H-S-T	JMC	Central City	PowerSchool
Akron Westfield	JMC	Central Clinton	PowerSchool
Albert City-Truesdale	JMC	Central	JMC
Albia	Infinite Campus	Central Decatur	JMC
Alburnett	PowerSchool	Central Lee	PowerSchool
Alden	PowerSchool	Central Lyon	JMC
Algona	JMC	Chariton	JMC
Allamakee	JMC	Charles City	PowerSchool
Allison-Bristow	JMC	Charter Oak-Ute	Administrator's Plus
Alta	JMC	Cherokee	JMC
Ames	Infinite Campus	Clarinda	JMC
Anamosa	PowerSchool	Clarion-Goldfield	JMC
Andrew	JMC	Clarke	JMC
Anita	JMC	Clarksville	JMC
Ankeny	Infinite Campus	Clay Central-Everly	JMC
Anthon-Oto	JMC	Clayton Ridge	JMC
Aplington-Parkersburg	JMC	Clear Creek Amana	PowerSchool
Armstrong-Ringsted	JMC	Clear Lake	Infinite Campus
Ar-We-Va	JMC	Clearfield	AEA 10 Internet System
Atlantic	JMC	Clinton	Infinite Campus
Audubon	JMC	Colfax-Mingo	JMC
Aurelia	JMC	College	Infinite Campus
Ballard	Infinite Campus	Collins-Maxwell	JMC
Battle Creek-Ida Grove	JMC	Colo-Nesco	JMC
Baxter	JMC	Columbus	PowerSchool
BCLUW	JMC	Coon Rapids-Bayard	Infinite Campus
Bedford	JMC	Corning	PowerSchool
Belle Plaine	JMC	Corwith-Wesley	JMC
Bellevue	JMC	Council Bluffs	SASlxp
Belmond-Klemme	Infinite Campus	Creston	JMC
Bennett	JMC	Dallas Center-Grimes	Infinite Campus
Benton	PowerSchool	Danville	MacSchool
Bettendorf	Infinite Campus	Davenport	eSis
Bondurant-Farrar	JMC	Davis County	JMC
Boone	PowerSchool	Decorah Community	PowerSchool
Boyden-Hull	JMC	Deep River-Millersburg	AEA 10 Internet System
Boyer Valley	JMC	Delwood	JMC
B-G-M	JMC	Denison	PowerSchool
Burlington	Infinite Campus	Denver	JMC
C and M	JMC	Des Moines Independent	Infinite Campus
CAL	JMC	Diagonal	JMC
Calamus-Wheatland	JMC	Dike-New Hartford	JMC
Camanche	JMC	Dows	JMC
Cardinal	JMC	Dubuque	PowerSchool
Carlisle	JMC	Dunkerton	JMC
Carroll	PowerSchool	Durant	JMC
Cedar Falls	Infinite Campus	Eagle Grove	JMC
Cedar Rapids	PowerSchool	Earlham	JMC

East Buchanan	JMC	Iowa City	PowerSchool
East Central	JMC	Iowa Falls	PowerSchool
East Greene	PowerSchool	Iowa Valley	PowerSchool
East Marshall	JMC	Janesville Consolidated	JMC
East Union	JMC	Jefferson-Scranton	MacSchool
Eastern Allamakee	JMC	Jesup	JMC
Eddyville-Blakesburg	Infinite Campus	Johnston	Infinite Campus
Edgewood-Colesburg	JMC	Keokuk	PowerSchool
Eldora-New Providence	JMC	Keota	PowerSchool
Elk Horn-Kimballton	JMC	Kingsley-Pierson	JMC
Emmetsburg	JMC	Knoxville	JMC
English Valleys	JMC	Knoxville	WinSchool
Essex	JMC	Lake Mills	MacSchool
Estherville Lincoln Central	JMC	Lamoni	JMC
Exira	PowerSchool	Laurens-Marathon	JMC
Fairfield	Infinite Campus	Lawton-Bronson	JMC
Farragut	JMC	Le Mars	PowerSchool
Forest City	Infinite Campus	Lenox	PowerSchool
Fort Dodge	SASIXp	Lewis Central	PowerSchool
Fort Madison	Schoolmaster	Lineville-Clio	JMC
Fredericksburg	MacSchool	Linn-Mar	PowerSchool
Fremont	JMC	Lisbon	PowerSchool
Fremont-Mills	JMC	Logan-Magnolia	JMC
Galva-Holstein	PowerSchool	Lone Tree	PowerSchool
Garner-Hayfield	JMC	Louisa-Muscatine	PowerSchool
George-Little Rock	JMC	LuVerne	JMC
Gilbert	PowerSchool	Lynnville-Sully	JMC
Gilmore City-Bradgate	JMC	Madrid	JMC
Gladbrook-Reinbeck	JMC	Malvern	Infinite Campus
Glenwood	PowerSchool	Manning	JMC
Glidden-Ralston	Infinite Campus	Manson NW Webster	JMC
GMG	JMC	Maple Valley	JMC
Graettinger	JMC	Maquoketa	Infinite Campus
Greene	JMC	Maquoketa Valley	PowerSchool
Grinnell-Newburg	JMC	Marcus-Meriden-Cleghorn	JMC
Griswold	JMC	Marion Independent	PowerSchool
Grundy Center	JMC	Marshalltown	Infinite Campus
Guthrie Center	JMC	Martensdale-St Marys	JMC
Hamburg	JMC	Mason City	PowerSchool
Hampton-Dumont	PowerSchool	Mediapolis	JMC
Harlan	PowerSchool	Melcher-Dallas	JMC
Harmony	JMC	MFL MarMac	JMC
Harris-Lake Park	JMC	Midland	PowerSchool
Hartley-Melvin-Sanborn	JMC	Mid-Prairie	AEA 10 Internet System
Highland	Schoolmaster	Mid-Prairie	JMC
Hinton	PowerSchool	Missouri Valley	JMC
H-L-V	PowerSchool	MOC-Floyd Valley	JMC
Howard-Winneshiek	JMC	Montezuma	JMC
Hubbard-Radcliffe	JMC	Monticello	PowerSchool
Hudson	JMC	Moravia	JMC
Humboldt	JMC	Mormon Trail	JMC
IKM	JMC	Morning Sun	AEA 10 Internet System
Independence	PowerSchool	Moulton-Udell	JMC
Indianola	Infinite Campus	Mount Ayr	PowerSchool
Interstate 35	Administrator's Plus	Mount Pleasant	Infinite Campus

Mount Vernon	PowerSchool	Rock Valley	JMC
Murray	MacSchool	Rockwell City-Lytton	JMC
Muscatine	SASIXp	Rockwell-Swaledale	JMC
Nashua-Plainfield	JMC	Roland-Story	PowerSchool
Nevada	PowerSchool	Rudd-Rockford-Marble Rk	JMC
New Hampton	PowerSchool	Ruthven-Ayrshire	Administrator's Plus
New London	PowerSchool	Sac	JMC
Newell-Fonda	JMC	Saydel	SASIXp
Newton	Infinite Campus	Schaller-Crestland	PowerSchool
Nishna Valley	JMC	Schleswig	PowerSchool
Nodaway Valley	JMC	Sentral	JMC
Nora Springs-Rock Falls	JMC	Sergeant Bluff-Luton	School Matrix
North Cedar	PowerSchool	Seymour	JMC
North Central	JMC	SCMT CSD	JMC
North Fayette	Infinite Campus	Sheldon	JMC
North Iowa	JMC	Shenandoah	JMC
North Kossuth	JMC	Sibley-Ocheyedan	JMC
North Linn	PowerSchool	Sidney	JMC
North Mahaska	PowerSchool	Sigourney	JMC
North Polk	Infinite Campus	Sioux Center	JMC
North Scott	PowerSchool	Sioux Central	PowerSchool
North Tama County	PowerSchool	Sioux City	Pentamation
North Winneshiek	JMC	Solon	PowerSchool
Northeast	JMC	South Clay	AEA 10 Internet System
Northeast Hamilton	JMC	South Hamilton	JMC
Northwood-Kensett	JMC	South O'Brien	JMC
Norwalk	Infinite Campus	South Page	JMC
Odebolt-Arthur	JMC	South Tama County	JMC
Oelwein	Infinite Campus	South Winneshiek	JMC
Ogden	Infinite Campus	Southeast Polk	Infinite Campus
Okoboji	JMC	Southeast Warren	JMC
Olin Consolidated	JMC	Southeast Webster Grand	JMC
Orient-Macksburg	PowerSchool	Southern Cal	JMC
Osage	JMC	Spencer	JMC
Oskaloosa	Infinite Campus	Spirit Lake	JMC
Ottumwa	SASIXp	Springville	PowerSchool
Panorama	JMC	St Ansgar	JMC
Paton-Churdan	JMC	Stanton	JMC
PCM	JMC	Starmont	PowerSchool
Pekin	PowerSchool	Storm Lake	JMC
Pella	JMC	Stratford	JMC
Perry	PowerSchool	Sumner	MacSchool
Pleasant Valley	Infinite Campus	Terril	JMC
Pleasantville	JMC	Tipton	JMC
Pocahontas Area	JMC	Titonka Consolidated	JMC
Pomeroy-Palmer	JMC	Treynor	JMC
Postville	JMC	Tri-Center	PowerSchool
Prairie Valley	JMC	Tri-County	JMC
Prescott	PowerSchool	Tripoli	JMC
Preston	JMC	Turkey Valley	JMC
Red Oak	Schoolmaster	Twin Cedars	JMC
Remsen-Union	JMC	Twin Rivers	JMC
Riceville	JMC	Underwood	JMC
River Valley	JMC	Union	JMC
Riverside	JMC	United	PowerSchool

Urbandale	PowerSchool
Valley	JMC
Van Buren	JMC
Van Meter	JMC
Ventura	JMC
Villisca	JMC
Vinton-Shellsburg	JMC
Waco	PowerSchool
Wall Lake View Auburn	JMC
Walnut	JMC
Wapello	JMC
Wapsie Valley	Infinite Campus
Washington	PowerSchool
Waterloo	CIMS
Waukee	PowerSchool
Waverly-Shell Rock	JMC
Wayne	JMC
Webster City	Infinite Campus
West Bend-Mallard	JMC
West Branch	PowerSchool
West Burlington Ind	JMC
West Central	JMC
West Central Valley	JMC
West Delaware County	PowerSchool
West Des Moines	Infinite Campus
West Hancock	JMC
West Harrison	PowerSchool
West Liberty	Administrator's Plus
West Lyon	JMC
West Marshall	JMC
West Monona	JMC
West Sioux	JMC
Western Dubuque	Infinite Campus
Westwood	JMC
Whiting	JMC
Williamsburg	Schoolmaster
Wilton	JMC
Winfield-Mt Union	JMC
Winterset	Infinite Campus
Woden-Crystal Lake	JMC
Woodbine	JMC
Woodbury Central	JMC
Woodward-Granger	JMC

Attachment B

Vendors Submitting a Letter of Intent

Connect EDU

DigitalBridge Holdings, Inc.

DOCenter

Docufide, Inc.

Global Reach Internet Productions, LLC

Infinite Computing Systems, Inc.

Lumen Software

Michigan Public Health Institute

National Transcript Center, Inc.

Pearson

Real Time Consulting LLC

Technical Consultants International

Xap Corporation

Attachment C

IOWA DEPARTMENT OF EDUCATION

***Data Dictionary for Postsecondary
Data Elements for
Electronic Secondary Transcripts
(Subject to Modification)***

Element	Description
Student First Name	Legal first name of the student
Student Middle Name (if available)	Legal middle name of the student
Student Last Name	Legal last name of the student
Student Suffix (if available)	A suffix such as Jr., I, II
Previous Student First Name (if applicable)	Previous legal first name of the student
Previous Student Middle Name (if available/applicable)	Previous legal middle name of the student
Previous Student Last Name (if applicable)	Previous legal last name of the student
Previous Student Suffix (if available/applicable)	Previous suffix such as Jr., I, II
Student Street Address	Current street address of the student
Student City	Current city in which the student resides
Student State	Current state in which the student resides
Student Zip Code	Current zip code for the city/state in which the student resides (nine-digit code is preferred)

Element	Description
Student Phone Number	Student's current phone number including area code
Date of Birth	Month, day, year (mm/dd/yyyy)
Gender	Male/Female
Race/Ethnicity	White Black or African American Asian Native Hawaiian or Other Pacific Islander American Indian or Alaskan Native
Primary Language	The primary/native language of the student. The student's first language, not necessarily the language spoken at home.
State ID	Unique ID assigned to a child as he or she enters the Iowa educational system.
Student Social Security Number (If Available)	Student Social Security Number
Maximum Grade Point Average (GPA)	Highest or maximum GPA the student can earn. Round to three decimal places.
Minimum Grade Point Average (GPA)	Lowest or minimum GPA the student can earn. Round to three decimal places.
Excessive Grade Point Average (GPA)	Is it possible for the student to receive a GPA in excess of the district's normal GPA range? (Yes/No)
Cumulative Summary	Does the transcript reflect all secondary course work (including courses from previous districts) for the student as of the transcript submission? (Yes/No)
High School Graduation Date	Actual graduation date, or if the student has not yet graduated, the projected graduation date. Include month, day, and year if possible. (mm/dd/yyyy)
Graduation Status	Has the student actually graduated at the time the transcript is being sent? (Yes/No)

Element	Description
Non-Weighted Grade Point Average	Non-weighted grade point average as of the last calculation date. Round to three decimal places.
Weighted Grade Point Average	Weighted grade point average as of the last calculation date. Round to three decimal places.
Non-Weighted Class Rank	Position in class based on non-weighted grade point average. Enter as a whole number.
Weighted Class Rank	Position in class based on weighted grade point average. Enter as a whole number.
Total Number in Class	Total number in class on which the class rank was based
Local Course Title	Title assigned to the course by the district for local use
Local Course Number	Number assigned to the course by the district for local use
National Center for Education Statistics (NCES) Course Title	The NCES course title assigned to the course
National Center for Education Statistics (NCES) Course Code	The NCES course code created for the local course
School Codes for the Exchange of Data (SCED) Course Title	The SCED course title assigned to the course
School Codes for the Exchange of Data (SCED) Course Code	The SCED course code created for the local course

Element	Description
Grade Level of Student When the Course was Taken	<p>01 = Prior to Ninth Grade 09 = Ninth Grade 10 = Tenth Grade 11 = Eleventh Grade 12 = Twelfth Grade</p> <p>High school courses taken prior to 9th grade do not have to be listed on the high school transcripts, provided the course is an obvious sequential course and provided a higher level course does appear on the transcript (e.g., Algebra 1 taken in 8th grade does not have to appear on the high school transcript as long as we can see the student completed Algebra 2, same situation with Spanish 1, etc.). However, if the high school course that was taken prior to 9th grade is not an obvious sequential course (e.g., biology), then the course must appear on the high school transcript.</p>
Type of Credit Awarded for the Course	Must be Carnegie Units
Grading System Used (for the Course)	<p>Grade Range:</p> <ul style="list-style-type: none"> • A - F • A+ - F • A – F (no plus or minus) • Non-standard alpha • Other numeric
Credits Earned for the Course	Report up to two decimal places.
Attempted Credits for the Course	Indicate the number of credits the course was actually worth
Grade Earned for the Course	Grade received for the course.

Element	Description
Type of Session	Full Year Semester Trimester
Session Starting Date	Include month and year (mm/yyyy)
School Year (for the Session)	<i>Example: 2008-2009</i>

Data Dictionary for K-12
Electronic Student Record Exchange
Data Element List
(Subject to Modification)

Student Demographics		
Data Element	Definition	Codes/Notes
Student Legal First Name	Legal first name of the student	
Student Middle Name	Legal middle name of the student	
Student Legal Last Name	Legal last name of the student	
Student State ID	Unique ID assigned to a child as he or she enters the Iowa educational system. ID remains the same from year to year and follows the student within the state	
Gender	Gender of the student	
Race/Ethnicity	Race or ethnic category of a student	W White, not of Hispanic origin B Black, not of Hispanic origin A Asian or Pacific Islander H Hispanic I American Indian or Alaskan Native
Resident District Code	State assigned ID of the district where the parents, custodial parent, or guardian resides	
Resident District Name	State assigned name of the district where the parents, custodial parent, or guardian resides	
Attending District	State assigned ID of the district where the student is counted for attendance purposes	District of student's primary enrollment
Attending District Name	State assigned name of the district where the student is counted for attendance purposes	

Foster Care Indicator	The student is currently in foster care	Yes or No
Enrollment/Attendance Information		
Data Element	Definition	Codes/Notes
Grade Level	Grade level of the student during the current school year	
Birth Date	Date of birth	
Date of Entry Into Sending District (Current School Year)	The date the entry took place	
Date of Withdrawal From Sending District (Current School Year)	The date the withdrawal took place	
Days Enrolled	Number of days a student was enrolled in the district during the current school year	
Days Present	Number of days a student was present during the current school year	
Program Indicators		
Title I Targeted Assistance Reading	At some time during the current school year, the student participated in a Title I Targeted Assistance Reading program	Yes or No
Title I Targeted Assistance Mathematics	At some time during the current school year, the student participated in a Title I Targeted Assistance Mathematics program	Yes or No
Title I Schoolwide Program	At some time during the current school year, the student participated in a Title I Schoolwide program	Yes or No
Gifted/Talented	At some time during the current, school year, the student participated in a district gifted/talented program	Yes or No
Immigrant	The student is considered an immigrant	Yes or No

If Immigrant, First Enrollment Date in U.S. School	Most recent date immigrant student began continuous enrollment in a U.S. school	Format: MM/DD/CCYY. If exact date is unknown, use 09/01/year
Program Indicators (Continued)		
Data Element	Definition	Codes/Notes
Migrant	The student is considered a migratory child	Yes or No
Homeless Indicator	If the student was identified as homeless at some time during the current school year, what was the last type of primary residence? (A homeless student is a child or youth from the age of 3 years through 21 years who lacks a fixed, regular, and adequate nighttime residence)	1 Sheltered/Transitionally Housed 2 Doubled-Up 3 Unsheltered 4 Other 5 Unknown 6 Hotel/Motel
IEP Indicator	The student has an IEP	Yes or No
IEP Placement Level 1	Level of service requires the services of special education instructional staff or supplemental aids and services and has a total of 1-5 points	
IEP Placement Level 2	Level of service requires the services of special education instructional staff or supplemental aids and services and has a total of 6-9 points	
IEP Placement Level 3	Level of service requires the services of special education instructional staff or supplemental aids and services and has a total of 10-12 points	
Section 504 Plan	The student has a 504 Plan	Yes or No
Early Intervening Services	The student is a general education student and has received Early Intervening Services funded by IDEA Part B at some time during the current school year	Yes or No

Assessment Information		
Reason for No State Assessment	If the student did not take the state assessment, what was the reason? (State assessments include Iowa Tests of Basic Skills, Iowa Tests of Educational Development and Alternate Assessments)	E Exempt due to parental decision A Absent B Not enrolled in building during testing period
Kindergarten Literacy Assessment (KLA) Information		
Data Element	Definition	Codes/Notes
KLA Test	The test used to assess the literacy level of the kindergarten student in the fall of the Kindergarten year	1 Basic Reading Inventory (BRI) 2 Phonetic Awareness Test (PAT) 3 Observation Survey 5 Yopp-Singer Test of Phoneme Segmentation 6 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 9 Other
KLA Test Score 1	The first score of the assessment identified as the Kindergarten Literacy Assessment	BRI: Phoneme Segmentation Subtest PAT: Phoneme Task of the Blending Subtest Observation Survey: Haring Sounds in Words Subtest Yopp-Singer: Full Test DIBELS: Initial Sounds Fluency Subtest
KLA Test Score 2	The second score of the assessment identified as the Kindergarten Literacy Assessment	PAT: Rhyming Subtest DIBELS: Letter Naming Fluency Subtest
KLA Test Score 3	The third score of the assessment identified as the Kindergarten Literacy Assessment	PAT: Phoneme Task of the Deletion Subtest
English Language Learner (ELL) Information		
ELL Status	ELL status of a student as it pertains to the current district	1 Placed in an English Language Instructional Program 2 Identified as ELL but not in a program 3 Transitioned 4 Exited
ELL Proficiency Instrument Used for Placement	Diagnostic instrument used to determine initial proficiency level for program/services placement	1 Language Assessment Scale 2 IDEA Proficiency Test 3 Other 4 Mac 5 Woodcock Munoz Language Survey (WMLS)

English Language Learner (ELL) Information (Continued)		
Data Element	Definition	Codes/Notes
ELL Placement Proficiency	Initial level of English proficiency as determined by the ELL Proficiency Diagnostic Instrument used for program or services placement	1 Non-proficient 2 Limited English Proficient 3 Proficient
ELL Instructional Program	The instructional program to provide ELL instruction	1 Bilingual Dual Language Program 2 Transitional Bilingual Program 3 Bilingual Heritage Language Preservation Program 5 English as a Second Language Sheltered English Instruction 6 English as a Second Language Structured English Immersion Program 7 Other English as a Second Language Program (not listed) 8 Two-Way Immersion Bilingual Program 9 Developmental Bilingual Program 10 Other Bilingual Program (not listed) 11 English as a Second Language Program Specially Designed Academic Instruction Delivered in English (SDAIE) Program 12 Content-based English as a Second Language Program 13 English as a Second Language Pullout Program
Curriculum		
Data Element	Definition	Codes/Notes
Local Course Title	Title assigned to the course by the current district for local use	
NCES Course Code	The 13-digit course code locally assigned to identify all courses offered and taught the current district	
SCED Course Code	The 11-digit course code locally assigned to identify all courses offered and taught in the current district	

Curriculum (Continued)		
Data Element	Definition	Codes/Notes
Grade Earned for the Course	Grade received for the course	
Course Origination	Indicates the origination of the course	1 Local District Course 2 Postsecondary Enrollment Options 3 28E Agreement for Dual Credit (offered by community colleges) 4 28E Agreement for High School credit (offered by community colleges) 5 28E Agreement for High School Credit (offered by another high school) 6 Iowa Learning Online 7 Iowa Online AP Academy 8 Other
Code for Institution Providing Course	Identifies the institution providing a course	If the institution is a school district, use the Iowa assigned 4-digit district number. (See Table) If a postsecondary institution, use the 6-digit Integrated_Postsecondary_Education Data System (IPEDS) code. (See Table)
Expulsion/Suspension Information		
Removal Type (In-School Suspension, Out-of-School Suspension, Expulsion)	Type of unilateral removal	E Expulsion S Out-of-School Suspension N In-school Suspension F Expulsion following a suspension for the same incident

Expulsion/Suspension Information (Continued)		
Data Element	Definition	Codes/Notes
Reason for Removal	The primary reason the student was suspended or expelled	D Drug related L Alcohol related B Both drugs and alcohol W Weapons related A Administrative Law Judge court action, or Hearing Officer determination P Physical fighting T Attendance policy violation R Disruptive Behavior Y Property related V Violent behavior N Other
Length of Removal	The length of removal, in number of FTE school days	One decimal place. Numeric format: 0.1 to xxx.0
Weapon Type	The type of weapon present during or involved in the incident leading to the removal	H Handgun R Rifle or shotgun F Other firearm K Knife B Bomb O Other weapon not listed
Serious Bodily Injury	Was serious bodily injury involved in the incident causing the removal? (Serious bodily injury includes extreme physical pain, protracted and obvious disfigurement, protracted loss or impairment of the function of a bodily member, organ, or faculty, or substantial risk of death)	Yes or No
Received Educational Services During Expulsion	Did the student receive educational services during the expulsion? (Educational services are those which allow the student to progress in the general curriculum and meet educational goals)	Yes or No